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A seventh grade world geography course is presented. Emphasis is placed on the development of the skills necessary for comprehension and interpretation. Intended use is for the average students, although suggested adaptations are offered for the above-average students.

Each unit contains generalizations, questions, suggestions for teaching, a list of suitable audio-visual aids, and a suggested time allotment. The ten units given are Our Earth, The United States, Canada, Latin America, Northwest Europe, The Mediterranean Region and the Middle East, The U.S.S.R. and Eastern Europe, The Far East, Africa, and Toward a Better World.

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THE "600" SCHOOLS

Schools for the Guidance and Rehabilitation of Emotionally Disturbed and Socially Maladjusted Youth

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Board of Education of the City of New York.....Division of Child Welfare

BUREAU FOR THE EDUCATION OF SOCIALLY MALADJUSTED CHILDREN

THE "600" SCHOOLS

In May, 1946, a resolution was formally adopted by the Board of Superintendents to set up a program of education for such children who could not be successfully and effectively treated in the regular school situation. Many of these children were characterized as defiant, disruptive, disrespectful and hostile to all authority. The newly established special schools and classes were to be described as the "600" schools. The underlying philosophy of the schools embodied the ideas that the "600" schools were to be a therapeutic environment, non-punitive in outlook, where behavior can be modified through self-knowledge and self-evaluation; where the achievement of this insight can be stimulated; and where personality and character can be molded through participation in worthwhile activities and where children can discover their places in this world through the broadening of educational horizons. The resolution, also, designated the "600" schools as rehabilitative centers where, through the joint efforts of clinical and medical teams, guidance counselors and teaching staff, this experiment in rehabilitation was to be carried on.

In the 15 years that the "600" schools have now been in existence, the philosophy of rehabilitation has remained constant and the belief in the efficacy of the special school supported by adjunct facilities remains unchanged. From the original seven schools that the experimental project began with, the "600" schools have expanded to 25 with 9 annexes with a pupil population of 4,300. The teaching staff numbers 430. In addition, there are specialized services, such as reading specialists, educational and vocational guidance counselors, medical and dental teams and clinical teams of psychiatrists, psychologists and social case workers. This is a planned educational program with a concentration of supportive services for emotionally disturbed and socially maladjusted children and young people between the ages of 6 and 21, and has now been integrated by the New York City school system. The "600" schools program seeks to provide a program designed to meet the needs of pre-adolescents and adolescents in terms of their educational, social, emotional and physical needs.

The "600" schools are to be found in several settings:

Day Schools
Psychiatric Hospitals
Treatment Centers
Remand Centers
Institutions

DAY SCHOOLS

There are eleven day schools. Of these, eight are planned for boys from the fifth through the ninth grade, two for boys from grades nine through twelve (high school), one for adolescent girls from ages 13 through 17 in grades 7 through 12. The students found in the day schools are of the acting-out type whose primary behavior disorder manifests itself in repeated disruptive and aggressive behavior extensive in scope and serious in nature. These students have not responded to the intensive efforts of the home school to help them. Cultural deprivations, low socio-economic family living levels, disorganized family life, among other factors, have been basic contributors to the emotional instability and poorly motivated goals of this group. The aggressive behavior patterns not only blocked their own learning, but, also, interfered with the education of other children, thus necessitating their withdrawal from the normal school.

DAY SCHOOLS (Continued)

Rehabilitation is the focus of the work of the day school. Assisted by guidance counselors, psychological and medical teams, the teaching staff, thru the use of small class registers (10-14), curricula adapted to needs, intensified remediation in the areas of reading and mathematics, and the development of a positive mental hygiene climate, seeks to give the students well motivated goals.

The aim of the day school is to return the students to the main stream as quickly as practicable or to provide guidance and terminal education training, whose rehabilitative value will make itself evident in preparing an adolescent for wholesome living, law abiding citizenship, and job adjustment.

PSYCHIATRIC HOSPITAL SCHOOLS

There are "600" schools located in psychiatric hospitals and serve to provide an educational program for pre-adolescents and adolescents who have been admitted to a psychiatric hospital for observation and diagnostic evaluation. Since many of these children are diagnosed as severely neurotic or psychotic, teachers for these schools must have special training; techniques used in the educational program must be adjusted to meet the needs of the individual. For many of the students, the schools provide a valuable therapy. The reports of the teaching staffs' observations are carefully weighed by the hospital staff in the development of the diagnostic picture of the child.

TREATMENT CENTERS

The "600" schools are responsible for the educational program in several treatment centers (Henry Ittleson Center, Childville, Inc., Godmothers' League, Inc., etc.) which are involved in basic research in the areas of autism, schizophrenia, neurological impairments, organic damage and poor maturational development. Each of these treatment centers has designed its own research blueprint; its treatment plan is carried on by psychiatric and clinical staffs, usually working under the overall supervision of a psychiatrist.

There is a close relationship at the treatment centers between clinical and teaching staffs. The "600" school teachers participate in the case study conferences and become an integral part of the treatment program. The techniques and approaches used in the schools parallel the treatment centers' programs, complementing the plan for treatment and rehabilitation and contributing to the research findings. A closely knit joint effort by clinical and school staffs, leading to maximum cooperation supportive of the growth and development of the child, is considered basic to any good approach in total treatment.

Thus, research design of the treatment centers is of maximum concern to the school and becomes a frame of reference in the educational planning. The school seeks to carry its share in meeting the needs of the child through the use of techniques that fall within the clinical design.

REMAND CENTERS

There are two separate remand centers for boys and girls whose ages range from 8 to 16. Students at the remand centers are being held pending court adjudication of their cases, which is determined by the Justices of the Children's Part of the Domestic Relations Court. Some of the children are awaiting admission to the New York State Training Schools. The average remand period is approximately forty-five days.

REMAND CENTERS (Continued)

The school provides a continuous educational program for the children and does not materially differ from that of the regular program, except in its adaptation to the needs of children with many emotional and educational problems. The school, like the institution, is non-punitive and its teachers are acceptive, supportive and understanding.

INSTITUTIONS

"600" schools have been placed in a variety of residential institutional settings some of which are maintained by the three major religious faiths, others as mandated services of other city departments, i.e., Department of Hospitals, Department of Welfare, Department of Correction, etc. Children from ages 6 to 21 are placed in the institutional settings by court order or social agency referral. The majority of these children and young adults falls into the category of delinquent or emotionally disturbed. A smaller group has been assigned by reason of need to remove them from disorganized family life which was proving destructive. The institutions provide counselor, guidance, psychiatric, and clinical services.

The "600" school staff works very closely with the institutional staff in somewhat the same manner as previously described under treatment centers. The sharing of problems, the cooperative planning and the team approach characterize the relationship of school and institution. In the school, class size is small and a maximum of individual attention with an emphasis upon remediation is given the child to meet his educational needs. Recognizing the fact that children in institutions are in need of a warm sympathetic and supportive climate, teachers for institutional schools are carefully screened.

The program of an institutional school varies in terms of the type of child assigned. Basically, there is a functional integration with all phases of institutional living, an effective coordination with the special services available and a plan to develop a curriculum implementation that seeks to achieve the objectives of any regular school.

Curriculum activities with which the child identifies:

Curriculum

The "600" schools are therapeutically-oriented educational settings for the socially and emotionally handicapped youth of New York City. They are centers concerned with the primary goals of education; at the same time they are concerned with the treatment of the emotional problems of the child. Since it is recognized that a child who is emotionally handicapped might not have the readiness for academic learning, the therapeutic goals of the school must be an integral part of the educational goals.

The curriculum of the "600" schools, therefore, is concerned with the emotional readjustment and therapeutic restoration of the child. Thus, the "600" schools have as the basis for their curriculum the re-education of the emotions. Specifically, the goals are:

1. To teach the child to believe in and accept himself and his own self-worth.
2. To teach the child how to handle his impulses in a personally and socially acceptable way.
3. To teach the child how to make wholesome and meaningful personal relationships.

Curriculum (Continued)

4. To teach the child how to make a positive emotional investment in his environment.
5. To teach the child good habits, healthful attitudes and necessary knowledges and skills in consonance with his emotional and intellectual potential.

The "600" schools seek to develop a very rich curriculum for the pupils assigned. In addition to the basic skills in language arts and mathematics, stress is also placed upon other areas of the curriculum. The "600" schools seek to develop a flexible curriculum that will meet the variant needs of the students assigned. The degree of academic retardation, the range of achievement levels and of general intelligence help to complicate the development of a curriculum. While the "600" schools do not accept children whose general intelligence falls into the classification of the mentally retarded, intellectual functioning owing to cultural deprivation, emotional blocks, etc., may serve as effective barriers to learning. However, the schools do seek to construct a rich curriculum that meets the children at their variant levels and is in consonance with the broad objectives of the New York City school system. Emphasis is placed upon the basic skills in language arts and mathematics, areas of considerable retardation among the children placed in the "600" schools, social studies, music, arts and crafts and health education. The schools seek to develop programs that broaden cultural horizons, explore vocational aptitudes and provide terminal education training for those whose formal education will end at the "600" school level. Courses in cosmetology, business training, auto mechanics, graphic arts, electrical practices, tailoring, metal crafts, carpentry, are part of the rich exploratory and terminal programs for older boys and girls who will soon enter the community seeking employment in gainful occupations. These courses, also, serve, as designed, as sources of guidance in the job adjustment.

Within the "600" curriculum, there is an emphasis upon remediation. Since so many of the assigned students have been slow, resistant and reluctant learners, there is a considerable retardation in the basic skills. Corrective and remedial programs, therefore, through small group approaches have proved a most effective approach.

"600" school curriculum must be regarded as developmental. In general, it follows the basic patterns of the regular schools. However, stress is laid upon activities and experiences that are concrete and experiential. Approaches and techniques are utilized which have proved successful in involving the child and evolving from him a desire to achieve. Psychologically, the approaches of the "600" school must be ego building -- the child must be given activities where, through striving, he has good chances of success, and this success conditioning will lead eventually to rehabilitation.

Screening

In order to serve the best interests of children for whom the "600" schools are organized, it is necessary to establish clear procedures for the placement of children in these schools. In schools located in institutional settings, the resources and design for the institutional placement determine intake policy. Where the institution, for example, is engaged in a research study in childhood autism or schizophrenia, the intake policy would restrict itself to the selection of children so diagnosed. In the "600" day schools, a screening procedure has been evolved whereby the principal of the school of origin of referral, field superintendent, principal and guidance counselor of the "600" school to which the child

Screening (Continued)
is to be assigned, take active part. Where there is any doubt as to the suitability of the referral, the clinical team (social case worker, psychologist and psychiatrist) initiate a case work conference. School and team seek to arrive at a decision in terms of resources available.

Good screening procedures serve to place in the "600" schools children who can be best served by such assignment and for whose eventual rehabilitation there is a good prognosis.

Referrals

A referral form has been designed for the "600" day schools which makes available significant data that can be used in evaluating the referral and contributes to the effective guidance and programming of the student. Such areas as home identification, intellectual and physical status, agencies involved with child and family, personality and social adjustment and extra-curriculum involvements can be utilized to obtain a total picture of the child being considered for placement. In addition to this, anecdotal material, cumulative records and confidential child guidance data will serve to present a more complete picture. This material is requested from the school of origin.

The "600" school builds up a carefully documented confidential file for each child so that there will be available social, emotional, physical and educational data for continuous evaluation and study. The "600" school looks upon the child as a human being in the process of development and maturation. Appropriate data, sympathetically and intelligently evaluated will indicate improvement or deterioration of the deviate child.

Personnel

Recruitment of "600" school staff requires the selection of personnel who possess those competencies contributive to the growth and development of maladjusted children. There is a bonus of $600 for teachers, supervisors and counselors serving in the "600" schools. The successful "600" teacher, usually, is one whose personality is warm and outgoing, has a love for children, is patient and understanding of deviate ways, has a high frustration level and is optimistic that the child will be rehabilitated. He is non-punitive in outlook, seeks to build a good mental hygiene climate in the classroom and is ever ready to create socializing class situations that will bring about better social relationships among his students. The "600" school teacher must have a theoretical background in the understanding of the exceptional child. He must understand the forces at work that are generally responsible for deviate behavioral patterns. He must be particularly alert in his realization that cultural deprivation, rejection, lack of affection and understanding, and insecurity, as well as fears, phobias and anxieties are at the base of the "600" school child's difficulties.

Rehabilitative Value of "600" Schools

The question is frequently raised as to how the "600" school may hope to succeed where all the efforts of the regular schools have, for the most part, ended in frustration and failure. We do not feel that the "600" school has any particular magical formula but it does have special services to offer, small class size, a guidance program, trained personnel, a good integration of clinical and education staff, a developing curriculum geared to the needs of children, a wholesome mental hygiene climate and a philosophy that the problem child can be helped.

Rehabilitative Value of "600" Schools (Continued)

The ready acceptance of the child with problems is a basic concept. The staff realizes that the process of rehabilitation is slow and that a vast array of services may be essential to help the child in many areas that touch upon his life. The use of adjunct services, psychological, medical, guidance, social agencies, Youth Board, the courts, police, etc., all find some degree of integration as they touch upon the needs of the life of the child.

The "600" school sees the child with problems as a rather complex individual whose attitudes have been seriously conditioned resulting in an overlay of emotional disturbance and social maladjustment. The staff feels that reconditioning the child through guiding him with more acceptable modes of reaction, decreasing his hostility to society, reducing tensions and anxieties and raising his achievement level somewhat, all tie in together. The "600" school, therefore, plans its approach on all fronts. It must work in a psycho-educational-social environment that begins with the attempt to give the child a better image of himself; a feeling of significant status and a potential for positive achievement. Remediation in areas of low achievement help to raise his academic level. Guidance gives him direction. Psychotherapy gives the clinical assistance the child needs for a more normal outlook. Medical assistance will help in those areas of organic disturbance. It is the total treatment plan that helps the child and it is in this belief of total treatment that the "600" schools bases its optimism for rehabilitation.

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